



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

2010-2011 FINAL PROGRAM REPORT

ESEA TITLE VI, PART B, Subpart 2 RURAL AND LOW-INCOME SCHOOL (RLIS)

District Name		County Name	LE
Person Completing Report (Must be the Title VI, Part B, Subpart 2 Project Director)			Title
Telephone	Fax	Mailing Address	

1. Send the completed report to **Patricia Johnson**, Title VI, Part B Specialist, Office of Public Instruction, P. O. Box 202501, Helena, MT 59620-2501. Retain a copy of this report in the district project file.
2. This report is due at the end of the project, but no later than **November 10, 2011**.

To the best of my knowledge, the information contained in this report is accurate and complete and reflects the needs and activities of all participants receiving funds under ESEA Title VI, Part B, Subpart 2, Rural and Low-Income School (RLIS).

Type or Print Name of Authorized Representative:

Authorized Representative Signature	Title	Date
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Section I – PURPOSE

The purpose of the Rural and Low-Income School (RLIS) program is to provide financial assistance to rural and low-income districts to assist them in making adequate yearly progress (AYP).

Section II – Rural and Low-Income School (RLIS) Program

Applicant's Intended Use of Funds (from the 2010-11 consolidated application)	Amount of RLIS Funds	
	Elem or K-12	High School
ESEA Title I, Part A activities		
Parental involvement activities (ESEA Title I, Part A)		
Teacher recruitment and retention (ESEA Title II, Part A)		
Teacher professional development (ESEA Title II, Part A)		
Teacher professional development (ESEA Title II, Part D)		
Educational Technology (ESEA Title II, Part D)		
Language Instruction for Limited English Proficient and Immigrant Student Activities (ESEA Title III)		
Safe and Drug-Free Schools and Communities Activities (ESEA Title IV, Part A)		

Return signed, completed report to the Office of Public Instruction at the address indicated above.

Report Due November 10, 2011

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ESEA TITLE I, PART A ACTIVITIES

- 1. Please provide a brief description of the ESEA Title I, Part A activities provided with the RLIS funding.**
- 2. Explain, using changes in test scores, how the expenditure of RLIS funds for ESEA Title I, Part A activities contributed to increased student achievement.**

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ESEA TITLE I, PART A
PARENTAL INVOLVEMENT ACTIVITIES

1. Please provide a brief description of the ESEA Title I, Part A activities that promote parental involvement and that have been provided with the RLIS funding.

2. Explain, using changes in test scores, how the expenditure of RLIS funds for ESEA Title I, Part A parental involvement activities contributed to increased student achievement.

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ESEA TITLE II, PART A
TEACHER PROFESSIONAL DEVELOPMENT

1. Describe how the required committee was used to determine student needs and make decisions regarding which Title II, Part A activities were selected to be funded by RLIS.
2. Summarize the key findings of the most recent needs assessment and explain which needs the district identified as having the highest priority.
3. Briefly describe the ESEA Title II, Part A professional development activities provided with RLIS funding.
4. Explain, using changes in test scores, how the expenditure of RLIS funds for Title II, Part A activities contributed to increased student achievement.

ESEA TITLE II, PART A
TEACHER RETENTION AND RECRUITMENT

- 1. Describe how the required committee was used to determine student needs and make decisions regarding which Title II, Part A activities were selected to be funded by RLIS.**
- 2. Summarize the key findings of the most recent needs assessment and explain which needs the district identified as having the highest priority.**
- 3. Briefly describe the ESEA Title II, Part A teacher retention and recruitment activities provided with RLIS funding.**
- 4. Explain, using changes in test scores, how the expenditure of RLIS funds for Title II, Part A activities contributed to increased student achievement.**

ESEA TITLE II, PART D
TEACHER PROFESSIONAL DEVELOPMENT

RESPOND TO ALL OF THE FOLLOWING ITEMS

The law requires that districts have in place accountability measures designed to ensure that activities funded under this part are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach with technology and enabling students to meet challenging state standards.

YES NO

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Professional development offerings were provided and were (check all that apply): |
| | <input type="checkbox"/> | Evaluated to determine effectiveness, |
| | <input type="checkbox"/> | Based upon district needs identified in the Five Year Comprehensive Education Plan, and/or |
| needs | <input type="checkbox"/> | Based upon district needs identified through an analysis of data (TAGLIT, technology survey, etc.). |

1. Please provide a brief description of the ESEA Title II, Part D Professional Development activities provided with the RLIS funds

2. Explain, using changes in test scores, how the expenditure of RLIS funds for ESEA Title II, Part D professional development contributed to increased student achievement.

ESEA TITLE II, PART D
EDUCATIONAL TECHNOLOGY

YES NO

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Professional development offerings were provided and were (check all that apply): |
| | | <input type="checkbox"/> Evaluated to determine effectiveness, |
| | | <input type="checkbox"/> Based upon district needs identified in the Five Year Comprehensive Education Plan, and/or |
| | | <input type="checkbox"/> Based upon district needs identified through an analysis of data (TAGLIT, technology |
| needs | | survey, etc.). |
| | | |
| <input type="checkbox"/> | <input type="checkbox"/> | Software purchases (if any) were (check all that apply): |
| | | <input type="checkbox"/> Evaluated to determine effectiveness, |
| | | <input type="checkbox"/> Based upon district needs identified in the Five Year Comprehensive Education Plan, and/or |
| | | <input type="checkbox"/> Based upon needs identified through an analysis of data (TAGLIT, technology |
| needs | | survey, etc.). |
| | | |
| <input type="checkbox"/> | <input type="checkbox"/> | Computer purchases (if any) were (check all that apply): |
| | | <input type="checkbox"/> Evaluated to determine effectiveness, |
| | | <input type="checkbox"/> Based upon district needs identified in the Five Year Comprehensive Education Plan, and/or |
| | | <input type="checkbox"/> Based upon needs identified through an analysis of data (TAGLIT, technology needs |
| survey, | | etc.) |

1. Please provide a brief description of the ESEA Title II, Part D educational technology activities provided with the RLIS funds

2. Explain, using changes in test scores, how the expenditure of RLIS funds for ESEA Title II, Part D educational technology contributed to increased student achievement.

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ESEA TITLE III
LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENT
ACTIVITIES

1. Please provide a brief description of the ESEA Title III activities implemented using the RLIS funds.

2. Explain, using changes in test scores, how the expenditure of RLIS funds for ESEA Title III activities contributed to increased student achievement.

ESEA TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACTIVITIES

Please explain how you used the RLIS funds to support Title IV, Part A, Safe and Drug-free programs that (check all that apply):

- ☐ a) prevent violence in and around schools;
- ☐ b) prevent the illegal use of alcohol, tobacco, and drugs;
- ☐ c) involve parents and communities; and/or
- ☐ d) foster a safe and drug-free learning environment that supports student academic achievement.

1. Please provide a brief description of the activities implemented to address the items checked above.

2. Explain, using changes in test scores, how the expenditure of RLIS funds for ESEA Title IV, Part A programs contributed to increased student achievement.